

**Thesis/Claim: 0-1 point**

0	1
States a thesis that does not address all parts of the question, or does not indicate specific arguments. Simply restates the question.	To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

**Point 1:**

- ☐ A) Responds to ALL parts of the prompt rather than merely restating or rephrasing the prompt  
☐ B) Is found in the introduction or the conclusion  
☐ C) Indicates a specific position that the paper will argue  
☐ D) Is historically accurate

**Contextualization: 0-1 point**

0	1
Did not attempt to describe broader historical context <u>or</u> attempts to describe a broader historical context but lacks the specificity to prove content knowledge or is factually incorrect.	To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.

**Point 1:**

- ☐ A) Describes a historical phenomenon (broader historical event, process, or trend- think isms) in detail  
☐ B) Explains how this contextualization impacts the stated thesis  
☐ C) Is historically accurate

**Evidence beyond the Documents: 0-1 point**

0	1
Offers no analysis of historical examples beyond/outside the documents to support the stated thesis or a relevant argument.	To earn this point, the response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.

**Point 1:**

- ☐ A) Summarizes historical examples  
☐ B) Explains how the outside examples support the stated thesis  
☐ C) Is historically accurate

**Evidence from the Documents: 0-2 points**

0	1	2
Essay quotes, paraphrases, or just describes the content of the documents <u>or</u> inaccurately uses the content of documents <u>or</u> uses two documents or less.	To earn one point, the response must accurately describe- rather than simply quote- the content from at least three of the documents.	To earn two points, the response must accurately describe- rather than simply quote- the content from at least six documents. In addition, the response must use the content of the documents to support an argument in response to the prompt.

**Point 1:**

- ☐ A) Accurately summarizes the main idea of at least 3 documents in own words  
☐ B) Explains how the evidence supports the thesis

**Point 2:**

- ☐ A) Accurately summarizes the main idea of at least 6 documents in own words  
☐ B) Explains how the evidence supports the thesis

**Extended Analysis of Documents**

0	1
Essay does not attempt to explain one of the following: Historical context, Intended Audience, Purpose or Point of View for at least three of the documents <u>or</u> attempts to explain one of these categories but in a way that does not support the argument of the essay <u>or</u> is factually inaccurate or incomplete	To earn this point, the response must explain how or why (rather than simply identifying) the document's point of view, purpose, historical context, or intended audience is relevant to an argument about the prompt for each of the three documents sourced.

**Point 1:**

- ☐ A) Explains what the historical context, intended audience, purpose, or point of view is for at least 3 documents  
☐ B) Is historically accurate  
☐ C) Explains how extended analysis of the documents supports the thesis

DOCUMENT TRACKER:	Doc #	Doc #	Doc #	Doc #	Doc #	Doc #	Doc #
	H A P P	H A P P	H A P P	H A P P	H A P P	H A P P	H A P P

**Analysis and Reasoning: 0-1 points**

0	1
Essay does not demonstrate a complex understanding of the historical development that is the focus of the prompt or essay does not make a clear argument that supports the thesis throughout the essay.	Demonstrate a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate qualify, or modify an argument that addresses the question. <b>This understanding must be part of the argument, not merely a phrase or reference.</b>

**Point 1:**

- ☐ A) Complex analysis is throughout the essay rather than merely a phrase or reference  
☐ B) Response demonstrates a complex understandings in one or more of the following ways:
  - ☐ Explaining nuances of an issue by analyzing multiple variables.
  - ☐ Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect
  - ☐ Explaining relevant and insightful connections within and across periods.
  - ☐ Confirming the validity of an argument by corroborating multiple perspectives across themes.
  - ☐ Qualifying or modifying an argument by considering diverse or alternative views or evidence

/7

**Feedback**



## AP History DBQ Rubric (7 points)

Reporting Category	Scoring Criteria	Decision Rules
<b>A THESIS/CLAIM</b> (0–1 pt)	<b>1 pt.</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	<i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i>
<b>B CONTEXTUALIZATION</b> (0–1 pt)	<b>1 pt.</b> Describes a broader historical context relevant to the prompt.	<i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.</i>
<b>C EVIDENCE</b> (0–3 pts)	<b>Evidence from the Documents</b>	<i>To earn one point, the response must accurately describe — rather than simply quote — the content from at least three of the documents.</i>  <i>To earn two points, the response must accurately describe — rather than simply quote — the content from at least six documents. In addition, the response must use the content of the documents to support an argument in response to the prompt.</i>
	<b>1 pt.</b> Uses the content of at least <b>three</b> documents to address the <b>topic</b> of the prompt. <b>OR</b> <b>2 pts.</b> Supports an <b>argument</b> in response to the prompt using at least <b>six</b> documents.	
	<b>Evidence beyond the Documents</b>	
<b>D ANALYSIS AND REASONING</b> (0–2 pts)	<b>1 pt.</b> For at least <b>three</b> documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.	<i>To earn this point, the response must explain how or why (rather than simply identifying) the document's point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the three documents sourced.</i>
	<b>1 pt.</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.	<i>A response may demonstrate a complex understanding in a variety of ways, such as:</i> <ul style="list-style-type: none"> <li>• Explaining nuance of an issue by analyzing multiple variables</li> <li>• Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect</li> <li>• Explaining relevant and insightful connections within and across periods</li> <li>• Confirming the validity of an argument by corroborating multiple perspectives across themes</li> <li>• Qualifying or modifying an argument by considering diverse or alternative views or evidence</li> </ul> <i>This understanding must be part of the argument, not merely a phrase or reference.</i>

### ***Approach to Planning a DBQ: Step-by-Step***

1. Write down the document checklist.
2. Read the prompt, and break down the required tasks. Figure out what a complete answer would include. Identify the SKILL. Time Period, Topic, and perhaps Sub-topic(s) if any.
3. Brainstorm broadly the entire period of the prompt. What happened that you remember in all those years? People? Events? Developments? Movements? Acts? Conflicts? Search your brain for archetypical history. Then...think specifically about the topic of the prompt.
4. Read each document and figure out:
  - A. How can I use it to make an argument that answers the prompt?
  - B. What are the historical situations (aka contexts) within which this document was produced, and which influence the contents?
5. Organize your answer combining and sub-dividing documents and evidence into groups that you will use to answer the prompt. Make 2-4 groups of the documents. <Bucket your evidence into arguments.>
  - A. You must introduce some evidence used in 3-4 sentences to answer the prompt that is not found in or closely connected to any of the documents.
  - B. Organize body paragraphs to highlight introduce complexity. Plan your response to include: contextualization, thesis, outside evidence, document use, concluding summary of argument, and concluding thesis.
    1. Outline
    2. Mind Map
    3. Matrix
    4. Venn Diagram or other such tool

## ***Things that will Strongly Improve Your Odds of Scoring Well on the DBQ***

Use your documents in groups aka combinations.

A group can be documents that you use to prove a similar argument (corroboration).

A group can be documents that you use to present a qualifying or modifying argument.

Start each body paragraph with a topic sentence that explains the argument that answers the prompt that you will present in the paragraph which follows, and also the documents or evidence that is used in a stated group to corroborate, qualify, or modify.

Good use of each document means you introduce the source specifically using their last name or the title offered in the source material in your sentences.

Good use requires that you ACE document use. When citing your sources DO offer up some sort of brief quote or paraphrasing of a key part. Then explain your understanding of what is quoted or paraphrased, and further explain how the part is evidence supporting an argument you stated in the topic sentence of your paragraph. Explain how you are using the document to prove your thesis.

Use parenthetical citation. Follow document use with a parenthetical citation e.g. "(doc 3)"



# AP History DBQ Essay Structure

## Simple DBQ Structure:

- I. Introduction Paragraph: Contextualization, Transition, & Thesis
- II. Evidence Paragraph: Argument through Evidence Beyond the Documents
- III. Body Paragraphs: Argument through Document Use & Document Analysis
- IV. Conclusion: Thesis & Summary of complex arguments

## Elaborated DBQ Structure:

### I. Introduction Paragraph ~ Contextualization and Thesis

- A. Start by establishing the Big Context setting the scene for the period and events of the main topic of the prompt
  1. Offer a 'BIG' context for the topic of the prompt. Employ the word Contextualization or the phrase "the big context shaping \_\_\_\_\_ (insert topic of prompt in the blank) was \_\_\_\_\_ (insert context)" in the topic sentence of this paragraph. Or: "\_\_\_\_\_ (insert context in blank) was a big context that shaped the events related to \_\_\_\_\_ (topic of the prompt)"
  2. The context should operate on the events of the time period, and be relevant to the question because of their shaping influence. Develop your contextualization of the prompt topic in 3-4 sentences. A-C-E the evidence: Answer, Cite, Explain.!!! State the context clearly, cite the evidence of the context, explain how the context shaped events, conflicts, people, or developments of the period.
- B. Write a transition sentence moving the paragraph from Context to Thesis. (e.g. "Given this context the historical drama of subsequent events is hardly surprising...") The purpose of this sentence is to mark the end of your contextualization argument, and the beginning of your thesis. The transition helps guard against tangling Context & Thesis.
- C. Present your thesis. The thesis must answer the entire prompt. Your thesis should introduce multiple arguments that answer the prompt, and differentiate their relative merits. Your thesis should be three to four sentences at the end of your introduction paragraph. (It is essential that your thesis presents specific historical claims; For a thesis to count it must be more than a mere restatement of the prompt.)

### II. Evidence Beyond the Documents Paragraph

- A. Introduce evidence not found in, or even related to, the topics and content of documents. The evidence should demonstrate your knowledge of U.S. History.
- B. In this 3-4 sentence paragraph you need to use the evidence in making an argument that answers the prompt. A-C-E the evidence: Answer, Cite, Explain.!!!

### III. One of Multiple Body Paragraphs ~ Argument, Document Use, and Document Analysis

- A. Plan and compose multiple body paragraphs each of which presents an argument that answers the prompt. Respond to the prompt reasoning skill by presenting arguments of both similarity & difference, both change & continuity, or multiple causes differentiated by importance, or multiple effects differentiated by importance.
- B. Frame each body paragraph with topic sentences explaining how what follows helps answer the prompt. Then ACE to prove the argument.

Answer: Start with a skill-focused topic sentence that answers the prompt.

Cite: Introduce relevant evidence from documents and your knowledge.  
Use evidence to note the Historical Situation to analyze documents.

Explain: Tell the hows and whys that the evidence proves your answer.

- C. Write enough arguments to use ALL the documents as evidence answering the prompt, and to execute document analyses by noting the historical situation for as many documents as possible – at least four.
- D. Given the documents and your knowledge you should be able to introduce complexity and sophistication such as: asserting multiple supports for a single argument (e.g. corroboration by using multiple documents supporting a singular argument); by differentiating among the ideas as to most or least important factors; and, by introducing a strong argument which is—in some way or ways—qualified (aka modified) by an argument that takes into account contradictory evidence.
- E. End each body paragraph with a concluding sentence which re-visits the argument of the paragraph which you stated in your topic sentence. The highest level essays use concluding sentences to note the relationship of the argument of the paragraph to other arguments by either marking out the qualifying relationship to other arguments, or if a corroborating argument by differentiating the relative merits.

### IV. Concluding Paragraph

- A. Write a brief summary outlining the ways you developed your argument. Note the ways that you ‘corroborated’, and/or ‘qualified’ your arguments. Map out your corroboration which combined outside evidence and multiple documents to support an argument or arguments. Call out the way in which you qualified your main arguments introducing and dealing with the complexity of contradictory evidence.
- B. Re-write the best possible thesis that answers the entire prompt using multiple arguments to do so, and differentiating amongst the relative merits of the ideas of the arguments.



**Organizing DBQ Doc Use and HAP-P and Analysis:  
The Mechanics of What goes Where in DBQ Body Paragraphs**

**DBQ Body Paragraph Line by Line:**

- 1) Topic sentence answering the prompt
- 2) Introduction of a document to use in proving topic sentence \*\*\*
  - A) Answering statement of how a document is proof of idea in topic sentence = THE A
  - C) Cite the document - brief quote - = THE C
  - E) Explain how the Cite is evidence of the Answer... = THE E
- 3) Introduction of the 'Historical Situation' of the document
  - A) Answering statement of a relevant historical situation that shaped the document = THE A
  - C) Cite the doc (brief quote) showing where/how the situation touches the source = THE C
  - E) Explain how the Cite and Historical Situation operate as evidence supporting your Answer. Tell how the historical situation shaped the source & helps understanding the source correctly which supports your argument = THE E (Explain/Elaborate/Expand)
- 4) Introduction of a second document to use in proving topic sentence (corroboration)
  - A) Answering statement of how a document is proof of idea in topic sentence = THE A
  - C) Cite the document - brief quote - = THE C
  - E) Explain how the Cite is evidence of the Answer... = THE E
- 5) Introduction of the 'Historical Situation' of the corroborating document
  - A) Answering statement of a relevant historical situation that shaped the document = THE A
  - C) Cite the doc (brief quote) showing where/how the situation touches the source = THE C
  - E) Explain how the Cite and Historical Situation operate as evidence supporting your Answer. Tell how the historical situation shaped the source & helps understanding the source correctly which supports your argument = THE E (Explain/Elaborate/Expand)
- 6) Concluding sentence to demonstrate Analysis and Historical Reasoning.  
E.g. Both the Virginia Resolves and the Tea Pot show.... (Re-state idea of topic sentence)

If 3 docs are used, or four, to make a single argument in answer to the prompt...add use in form of ACE and also Historical Situation in form of ACE for all docs in that paragraph. Use a good concluding sentence to capture why all those 2-4 docs made sense when considered together to prove an argument. Write a concluding sentence effectually restating your thesis while summarizing how the group of sources used in the paragraph corroborated to support an argument.

Paragraphs with document use which add complexity and sophistication by qualifying or modifying should follow the same structure. ACE all document use and historical situations. Write a concluding sentence effectually restating the modification or qualification of your thesis while summarizing how the group of sources used in the paragraph supported an argument.

\*\*\* It scores most consistently if the source being used and analyzed is introduced first. Students should note the source BEFORE doing ACE for use and ACE of the Historical Situation. Calling the source to the readers attention earns credit for good use and analysis of a document more often. On the other hand, readers tend to read past source use and analysis if the document has not yet been called to their attention.



## AP History ~ Document Analysis ~ Handout

Four ways to execute document analysis of primary sources include:

- Historical Situation                      'H' for Historical Situation
- Audience                                    'A' for Audience
- Purpose                                    'P' for Purpose
- Point of View (POV)      and      'P' for POV

HAP-P (say 'happy') represents a useful acronym you can employ to help yourself remember the four methods of document analysis specifically listed in the DBQ rubric.

### A Guideline For HAP-P Success:

The best HAP-P analysis of a document introduces relevant historical knowledge, contributes to proving an argument supporting the thesis, and improves the quality of the essay. HAP-P statements that count pass a 'value-added' measure which means they are credited if they impart a clear understanding of historical events, trends, processes, and developments not found by *merely* a simple, historically uninformed, reading of the document. HAP-P statements must convey more than your ability to 'read' the given source.

### Historical Situation (aka Context of the Document)

Analysis of 'Historical Situation' involves connecting a document to specific historical events, to specific circumstances of time and place, and/or to broader regional, national, or global processes. In identifying the historical situation (aka context) place the document within broader trends contemporary to the source. A relevant historical situation is a significant influence on the contents of the document.

To place a document within an historical situation, identify the particular historical trend or process in which the document fits. Write a sentence which describes the situation. Explain how the document participates in that historical trend or process. Analysis and explanation of the historical context might include the phrases: "the historical situation of this document is \_\_\_\_\_"; "the influence of this situation is shown in this document by \_\_\_\_\_"; and, "the reason this situation is significant is that it shows \_\_\_\_\_".

\*\*\* Because of the value-added requirement scoring **any** HAP-P document analysis requires introduction of historical knowledge demonstrating a knowledge of the historical context – the historical situation – in which the document exists. Document analysis of Audience and Purpose represent a fool's gold of sorts in that students commonly merely parrot the contents and/or source line of the document. POV is hard. The safest path to student success in document analysis is through analysis of the Historical Situation.

## Audience

Authors aim what they write to particular groups of people. Observing the 'intended audience' of a source involves identifying a person or group the author expects to inform or influence in creating the source. It is very important in constructing your argument about the intended audience that you go beyond what is noted in the source line of the document, or the document itself. Credit for explaining the significance of the audience of a document will not be granted for mere repetition of an audience identified in the source line, or by a simple reading of the contents of the source.

If you know the 'intended audience' of the author, from knowledge not explicitly stated in the document, write sentences which describe the audience. In describing author's intended audience include phrases such as: "the author's intended audience was \_\_\_\_\_"; "the intended audience is shown by \_\_\_\_\_"; and, "the reason this intended audience is significant is that it \_\_\_\_\_".

## Purpose

Author's Purpose can be thought of as the goal sought by the author. It involves identifying the author's endgame, what they hope to accomplish, and why they are writing the document. Remember the value-added requirement and be certain to prove to the reader that your document analysis results from a distinctly 'historical' reading of the document.

If you know the historical 'purpose' of the author in producing the document write sentences which describe the purpose conveyed. In describing author's purpose in creating a source include phrases which make your deductions explicit such as: "the author's purpose in writing was to \_\_\_\_\_"; "is shown by \_\_\_\_\_"; and, "the reason this purpose is significant is that it \_\_\_\_\_".

## Point of View (POV)

To earn recognition in your essay for analyzing Point of View (POV) go beyond the basic identity of the source as described in the document source line. Establish a better understanding of the identity of the author by asking yourself questions about the author and the source. What is the author's profession? What is the author's gender or social class? What religion does the author follow? Does the author have an identifiable ethnicity, nationality, or other allegiance to a particular group? Once you've asked these questions, go further and explain how one of these factors given the contemporary historical situation influenced the content of the source. Your complete POV statement should both identify an historical influence that shaped the author or source and explain how that particular influence specifically affected the content of the document.

Put simply, to do POV identify an important aspect of **WHO** the author is, and explain **HOW** the author's personhood might have impacted what they wrote. As with other approaches to document analysis you should explain explicitly and directly both the **who** and the **how**, and then explain the reason the POV is significant.